

"The Effect of Using Short stories in Enriching Students Vocabulary"

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Abstract

The present study aims at answering the following questions:

١-Which is more effective in enriching students. Vocabulary ,the use of short stories or the traditional way?

٢-What extent has the use of short stories an effect upon the students. achievement in vocabulary test?

٣- Is there any significant difference between the male and female student of the experimental group in vocabulary achievement test?

To attain the aim of the study and test its hypotheses, an experiment was conducted.

The sample of the study is ٤٥ students randomly chosen from the ٢ year male and female students at the Department of English, College of Basic Education,AL_Mustansiriyah university during the academic year ٢٠٠٩-٢٠١٠ distributed into two group, The experimental and control group .The subjects were initially equalized on a number of variables .At the end of experiment which lasted for two months ,all subjects were administered an achievement test, after ascertaining its validity and reliability.

Using t-test, it was found that there is statistically significant difference between the mean scores of the experimental and control group and in favour of the former and there is statistically significant difference between the use short stories and the traditional way and in favour of the former. Also, It was found out that there is no statistically significant difference between the male and female students of the experimental group.

In the light of the study findings, a number of conclusions were drawn ,and several recommendations and suggestions were made.

Chapter One

Introduction

The problem of the study and its significance:

Learning vocabulary is considered one of the main elements in learning a foreign language. "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, ٢٠٠٢: ٢٥٥)

Speaking the foreign language constitutes a Problem that most of learners of that language ,among them Iraqi, learners may face ,whereas speech plays a critical role in communication.

Despite the fact that they hear the language all the time from their teachers, but they do not have the ability to use meaningful and well stated sentences in the foreign language .This happens because they have simple knowledge of vocabulary items, which do not encourage them to speak the language. Vocabulary learning can give learners opportunity to practice language either in speaking or in writing (ELT calendar: ٢٠٠٢).

The use of stories enables foreign language learners to communicate freely using the foreign language with its various forms of their repertory vocabulary (Garvie, ١٩٩٠: ٩٠)

Since a story provides a realistic context for presenting vocabulary and attracts students attention in away by which learners are encouraged to use a large amount of word, stories can elicit vocabulary and can be a convenient and natural vocabulary teaching tool (Murcia, ١٩٨٨: ٥٩)

Many studies have concluded that using stories is a powerful tool for learning the foreign language. (Pucci, ١٩٩٩: ٣٦)states in her study that stories read aloud with brief explanation offer a great resource for vocabulary gain at least as much from the readings, when learners repeatedly interact with stories they will learn a great deal of vocabulary.

The present study is an attempt to measure the extent of effectiveness of using short stories on enriching student's vocabulary.

١.٢ Aims of the present study:

The present study aims at answering the following question :

١. Which is more effective in enriching students vocabulary, the use of short stories or the traditional way?
٢. What extent has the use of short stories an effect upon the students' achievement in vocabulary test?
٣. Is there any significant difference between the male and female students of the experimental group in vocabulary achievement test?

١.٣ Hypotheses of the study :

١. There is a significant difference between the use of short stories and the traditional way in vocabulary achievement in favour of the former.

٢. There is a significant difference in vocabulary achievement between students taught by using short stories and those who taught by the traditional way and in the favour of using short stories.
٣. There is no significant difference between male and female students of the experimental group in vocabulary achievement test.

١.٤ . Limits of the Study

The whole population of the study is ٢nd year male and female students enrolled at the Department of English, College of Basic Education at AL-Mustansiriyah University for the academic year ٢٠٠٩-٢٠١٠.

١.٥ Definition of Basic Terms:-

Short stories:

"A short story is a work of fiction that usually written in prose, often in narrative format" (Wikipedia, ٢٠١٠)

٢. Vocabulary:-

Richards and Schmidt(٢٠٠٢:٥٨٠) define it as "a set of lexemes including single words, compound words and idioms".

Operationally, vocabulary can be defined as all the set of words of a particular language, which is considered an essential element in learning how to communicate using the language.

٣. Achievement:

"Accomplishment or proficiency of performance in a given skill or body knowledge"(Good, ١٩٧٣:٧).

Operationally, achievement can be defined as the amount of performance in vocabulary that the subjects will achieve expressed in marks taken on the written achievement test constructed by the researcher to measure the influence of using short stories.

Chapter Two

Literature Review

٢.١. The importance of vocabulary learning and teaching:

Lexical competence is an important aspect in ELT. Lexical aspects have been subordinated to the study of grammatical structures because vocabulary has not been systematically taught in the English classroom (Nation, ١٩٩٨). Words are essential components in learning a second language. One of the most important principles in EFL is that the number of words will delimit the understanding of a second language. Many researchers (Laufer ١٩٩٧; Nation ٢٠٠٠) emphasized the importance of acquiring a minimum of vocabulary so that learners can understand a text. (Laufer, ١٩٩٧:٢٠) states that "no text comprehension is possible, either in ones native language or in a foreign language, without understanding the texts vocabulary." Though most methods pay great attention to the study of vocabulary, yet when it comes to practice, it is an abandoned aspect in favour of the study of syntax and other language aspects. Nevertheless, teachers must offer opportunities of achieving a minimum of vocabulary (Perez and Ramos, ٢٠٠٣).

Vocabulary has an enormous importance in communication. Learning words and how to use them is interesting and satisfying, but it involves complex knowledge. It also means assisting learners to remember vocabulary (Davies and Pearse, ٢٠٠٠:٦٨) Taylor (١٩٩٠:١) states that:

There are many contexts in which we may wish to minimize structural content and spend the greater part of our teaching time on lexis. For example, where students are learning the target language in the country in which that language is spoken, errors in syntax can be expected to disappear with time, and more class time can be spent on vocabulary enrichment. Another example would be English for specific purposes (ESP) context where students are learning content through the target language. Finally, vocabulary may have a special importance for adult learners, since it is the one area of language learning which does not appear to be slowed down by age.

٢.٢ Teaching vocabulary by using short stories:

Vocabulary knowledge can be acquired through reading and discussions about certain context. It is generally accepted that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms (Herber. ١٩٨٦:٢٩).

"Short stories," states (Erkaya, ٢٠٠٥:٣٨), "help students to learn the four skills-listening, speaking, reading, and writing-more effectively because of the motivational benefit embedded in the stories"

In this respect, (Mezynski, ١٩٨٣:٥٤) discusses the relationship between reading stories and vocabulary knowledge, noting that it is difficult for readers to comprehend texts that contain many unfamiliar words. further, she acknowledges the need to examine the process of vocabulary acquisition and its relationship to learning from text. She asserts that the process of acquiring

word knowledge involves inferring from context, which serves to facilitate the learning of a large number of words given the ever increasing amount text presented to students. It is also probable that the major mode of vocabulary growth, comes from incidental learning of words from context through reading.

Paley (١٩٩٠:١٢٣) states that students can acquire vocabulary from reading / listening to stories when they repeatedly interact with stories, they will learn a great deal of vocabulary. Learning is facilitated by the context presented by the story and subsequent mediation that may function as a the scaffold necessary for learning to take place. The key to vocabulary acquisition, can be seen as mediation of meaning. Short stories can give an array of opportunities for students to learn vocabulary (Erkaya, ٢٠١١:٦٢).

٢.٣ Benefits of using short stories to language teaching:

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones (Hismonglu, ٢٠٠٥:٦١)The world of short fiction both mirrors and illuminates human lives (Sage, ١٩٨٧:٤٣).The inclusion of short fiction in the ESL/EFL curriculum offers the following educational benefits (Ariogul, ٢٠٠١:١١-١٨):

- makes the students reading task easier due to being simple and short when compared with the other literary genres,
- enlarges the advanced level readers worldviews about different cultures and different groups of people,
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- makes students feel themselves comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings,
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

٢-٤ Characteristics of a good story:

A story should have good characteristics to be powerful in developing the student's acquisition of second language. Larry (٢٠٠١:٣) defines four attributes of a good story:

١. Endurance: Good stories endure. They may change a title but the key lessons remain the same. They also need to be sufficient enough for people to remember.
٢. Salience: Good stories are relevant to the audience, they have point, and they have emotional impact.
٣. Sense making: Good stories explain something; make sense of something, perhaps they show how to behave in particular situation, how to resolve a problem or why something happened.
٤. Comfort level: To be effective, stories must make sense within the context of the listener's experience.

Chapter Three

Procedures

٣.١ The experimental design

In order to attain the aim of the study, the researcher adopted "the posttest-only control group design", in which two groups are randomly chosen. This design can be depicted as follows:

Experimental – independent variable (short stories) – posttest Control group – traditional way - posttest (Compbell and Stanley, ١٩٦٣:٢٥)

In this study, the experimental group is the group that is taught vocabulary by using short stories, whereas the control group is the one that is taught vocabulary by traditional way.

٣.٢. Population and sample

The population and the sample of the present study is the male and female students of the Department of English college of Basic Education at AL –Mustansiriyah University for the academic year ٢٠٠٩-٢٠١٠.

The sample of the study consisted of (٤٥) male and female subjects representing the second year student.

They were distributed among two sections. One of them (section ١) with ٢٤ students, was randomly chosen to be the experimental group; the other (section ٢), with ٢١ student, became the control group. The repeaters were excluded.

In order to ensure better equivalence of the two groups, the researcher tried to control some of the variables which may affect the results of the

experiment. These variables were: age in months, students 'scores in reading comprehension in the first term this year, their pre-test scores comparison (Table ١), and their parent's education (Table ٢)

Table (١)

Statistical Data Concerning the equivalence of the subject's group in certain variables

variable	Groups	X	S ^٢	No.	df	t-value		Level of significance
						computes	table	
Age (in months)	Experimental	٧٩.٢٥٠	١٢.١٧٣	٢٤	٤٣	٠.٨٤٠	٢.٢٠١	٠.٠٥
	control	٧٦.٥٢٣	٩.١٣٠	٢١				
Scores in Reading comprehension	Experimental	٢٥٣.٠	٤.٥٨٧٣	٢٤	٤٣	١.٥٩٠	٠.١١٩	٠.٠٥
	control	٢٥٠.٩	٤.١٩٤١	٢١				
Pre-test	Experimental	٣١.٢٩١	١٠.٢٨٩	٢٤	٤٣	٠.١٤٠	٠.٨٩٠	٠.٠٥
	control	٣١.٧١٤	٩.٩٥٠	٢١				

Table (٢)

Chi-Square statistics for the educational level of the subject's fathers and mothers

	Group	Educational Level				No	df	X ^٢ value		Level of significance
		Primary	Intermidate	Secondary	Dip., B.A., M.A., Ph.D.			computed	Table	
Father	Experimental	٣	٥	٧	٨	٢٤	٢	٠.٣٩٦	٥.٩٩	٠.٠٥
	control	٤	٤	٨	٦	٢١				
Mother	Experimental	٧	٤	٥	٧	٢٤	٢	١.٣٢	٥.٩٩	٠.٠٥
	control	٥	٧	٧	٣	٢١				

٣.٣ The teaching material:

After reading various types of short stories, the research managed to select four short stories which are brief, easy to learn, amusing, with simple structure and suitable for their needs, age level and which consist of a wealthy of vocabulary item to be the teaching material .

٣.٤ Instruction:

Instruction started on ٥th of March, ٢٠١٠. It lasted for two months and ended on the ٥th of May. The researcher herself taught both Group. Each group attended two lectures a week. The researcher prepared typical plan for teaching both groups. The control group was taught using the traditional way, i.e. giving a word list of new vocabulary. Beside their materials. The experimental group taught by using short stories (the independent variable).

This was done by presenting the story and making students sit in away that looks like semi-circle position, walking while reading aloud using facial expressions,

explaining the plot and unfamiliar vocabulary. During the lecture, the students were asked to recognize the synonym and antonym of at least five unfamiliar words had picked out from the story. They were free to use dictionaries. They were asked to explain what happened in the story using the foreign language orally, and to identify the major events which happened in the story, the theme and main character or characters- also, the researcher introduced the new vocabulary in lexical sets, or grammatical sets, verbal practice and grammatical analysis of repeated phrases.

٣.٥ Instrument

The researcher constructed an achievement test that aimed at investigating the effectiveness of providing the experimental subject with short stories on their achievement in vocabulary as compared with the achievement of control subjects who were not given these short stories. The test consisted of thirty items. The scoring scheme of this test involved the assignment of ٢ marks for each item, yielding a total mark of ٦٠ (Appendix A).

To ensure the test validity, it was exposed to a number of instructors who are specialized in TEFL and Applied Linguistics. After discussing the items with them, their directions and comments were taken into consideration. The test reliability was calculated by means of kuder- Richardson formula ٢١ yielding ٠.٦٩٤. This coefficient gave estimate of the internal consistency of the achievement test.

As for difficulty level (DL) of items, according to Madsen (١٩٨٣:١٨٠), any item whose difficulty level that ranges from ٣٠ to ٩٠ percent is acceptable. Results of using formula below are shown in Table(٣). The DL of the items ranges from ٤٠ to ٧٥.

High correct(HC)+Low correct(LC)

$$DL = \frac{\text{Total number in sample}}{\text{Total number in sample}}$$

Concerning discrimination power of items (DP), according to Ebel (١٩٧٢:٣٩٩) believes that when the item discrimination power of an item is ٠.٣٠ and above the item is acceptable. Results of applying the below formula on the test items are demonstrated in Table(٣). The DP of the items ranges from ٠.٤٠ to ٠.٧٠ percent and is therefore acceptable.

The final administration of the test took place in the last day of the experiment, the ٥th of May, ٢٠١٠ under invigilation and supervision of the researcher. The subjects of both groups, totaling ٤٥ students, were told in advance to be ready to the test, The allocated time for the test was ٩٠ minutes.

Table (٣)

The Difficulty level and the Discrimination Power of the Test Items

Item No.	DL (%)	DP (%)
١	٦٠	٤٠
٢	٦٥	٥٠
٣	٧٠	٤٠
٤	٥٠	٤٠
٥	٧٠	٤٠
٦	٦٠	٤٠
٧	٦٠	٤٠
٨	٦٠	٦٠
٩	٧٠	٤٠
١٠	٤٥	٧٠
١١	٥٠	٤٠
١٢	٤٠	٤٠
١٣	٥٥	٧٠
١٤	٧٠	٤٠
١٥	٦٠	٦٠
١٦	٦٥	٥٠

١٧	٧٥	٤٠
١٨	٧٠	٤٠
١٩	٤٠	٤٠
٢٠	٧٠	٦٠
٢١	٧٠	٤٠
٢٢	٧٠	٤٠
٢٣	٤٠	٦٠
٢٤	٦٠	٤٠
٢٥	٥٥	٥٠
٢٦	٥٥	٦٠
٢٧	٦٠	٦٠
٢٨	٥٠	٤٠
٢٩	٤٥	٧٠
٣٠	٥٠	٦٠

٣.٦ Statistical tools :

The following statistical tools were used in the present study :

$$١. t - test: t = \frac{\bar{X}_1 - \bar{X}_2}{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2 \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$$٢. Chi-Square : \chi^2_{cc-id.f.} = \sum_{i=1}^c \frac{(O_i - E_i)^2}{E_i}$$

٣. Kuder -Richardson Formula (٢١) :

$$rK_{R21} = \frac{n}{n-1} \left(1 - \frac{M(n-M)}{nQ^2}\right)$$

٤. Pearson Correlation Coefficient :

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

(Glass and Stanley , ١٩٧٠: ١١٤)

Chapter Four

٤. ١ Results

Relevant to the aims of the study, the following results are drawn from the analysis of the data.

٤.١.١ Results related to the first aim:

The first aim of the study is to find out an empirical evidence showing which techniques are more effective in enriching students vocabulary, the use of short stories or the conventional ones. The researcher has statistically analyzed the data obtained through administering the achievement test to the study subjects. As shown in table ٤, the mean score of the experimental group is (٤٧.٨٣٣) and that of the control group is (٤٢.٣٣٣). Using t- test for two independent samples, it has been found that the computed t- value is (٢.٧٨٥) is higher than the tabulated which is (٠,٠٠٨), which means that the difference between the two mean scores is significant. In other words, the first alternative hypothesis is accepted and in favour of the use of short stories. This means that there is a significant difference in vocabulary enrichment between the performance of students taught according to the use of short stories and those taught according to the traditional way. The difference is in favour of the use of short stories.

Table (٤)

t-test Data of the Study Subject's Scores on Achievement

Group	N	X	S ^٢	df	Computed	Tabulated	Level of Significance
Experimental	٢٤	٤٧.٨٣٣١	٦.٦٣١١	٤٣	٢.٧٨٥	٢.٠٢١	٠.٠٥
Control	٢١	٤٢.٣٣٣	٦.٥٨٢				

٤.١.٢. Results related to the second aim.

As regards the second aim of this study, which is to find out to what extent has the use of short stories an effect upon the students achievement in vocabulary, the same t- test formula for two independent samples has also been used to find out the significant difference between the performance of the experimental group (i.e. those taught according to the use of short stories) and the control group (i.e. those taught according to traditional way) in

vocabulary. As shown in table ٤, the mean score of the experimental group is ٤٧. ٨٣٣ and that of the control group is ٤٢.٣٣٣. The application of t- test has yielded computed and tabulated t- values of ٢.٧٨٥ and ٢.٠٢١ respectively, Since the computed value is higher than the tabulated one, the difference in the mean scores of the two groups is significant at ٠.٠٥ level of significance and in

favour of the experimental group. In other words, the second alternative hypotheses is accepted. This means that there is significant difference in vocabulary achievement between students taught by using short stories and those taught by the traditional way and in the favour of using short stories.

٤.١.٣. Results related to the third aim:

Concerning the third aim of this study, which is to find out if there is any significant difference between the male and female students of the experimental group in vocabulary achievement, t- test formula has been used. As shown in table ٥, the mean score of the male students is ٤٩.٤٠٠ and that of the female students is ٤٦.٧١٤. The application of t-test has yielded computed and tabulated t- values of ٠.٩٨١ and ٢.٠٧٤ respectively. Since the computed value is lower than the tabulated one, the difference in the mean scores of the male and female students is insignificant at ٠.٠٥ level of significance. In other words, the null hypothesis accepted.

Table (٥)

t-test Data of the Experimental Group on the Achievement Test

Experimental	N	X	S ^٢	df	Computed t	Tabulated
Male	١٠	٤٩.٤٠٠	٦.١٦٨	٢٢	٠.٩٨١	٢.٠٧٤
Female	١٤	٤٦.٧١٤	٦.٩٤٤			

٤.٢. Interpretation:-

It has been revealed in this study, and within its limits, that the performance, in vocabulary achievement test, of those students who have been taught by using short stories is better than the performance of those who have been taught by traditional way. This means that this difference in performance is related to a better improvement of vocabulary among the members of the experimental group. This gives evidence that the use of short stories has capacity to introduce and sustain enrichment in vocabulary. This is obviously clear from the data analysis of the vocabulary test which shows that the use of short stories to enrich students vocabulary was effective and, from the research observations, was perceived positively by students rather than traditional way. To conclude, all students involved in this study scored higher marks in the post- test, which indicates that the short stories have had a

positive influence. This findings is also consistent with an earlier discovery by Muller(٢٠٠٥) which reported that her students remembered vocabulary better by reading short stories .This is also proved by Manson(٢٠٠٥), Bouache (٢٠٠٩)and Ab Rashid (٢٠١٠). As regards to the male and female students'

achievement of the experimental group, the insignificant difference in their achievement perhaps it because they have the same level of vocabulary knowledge .

٤.٤ Conclusion

In Iraq, short stories are still not widely used in helping students to develop and enrich their vocabulary. This research allows one to see the potential and the effectiveness of short stories. In enriching and increasing vocabulary among students themselves have positive views on the use of short stories in vocabulary learning.

٤.٥ Recommendations:

Depending on the conclusions that have been made, certain recommendations are put as follows:-

١. Syllabus designers should focus their attention on short stories and involving them in the syllabus.
٢. Foreign language teachers may be able to employ short stories across the curriculum as a way of teaching principles, ideas, and concepts .

٤.٦. Suggestions for further studies

The following studies are suggested on the basis of the finding of the present study :

١. a similar study to investigate the use of short stories on enriching students writing.
٢. a similar study to investigate the use of short stories on enriching students listening comprehension.
٣. A study examine the impact of using short stories on other dependent variables , such as attitude , attendance.

Appendix (A)

ARABY

North Richmond Street, being blind, was a quiet street except at the hour when the Christian Brothers School set the boys free . An uninhabited house of two storeys stood at the blind end , detached from its neighbours in a square ground . The other houses of the street conscious of decent lives within them, gazed at one another with brown imperturbable faces. The former tenant of our house, apriest, had died in the back drawing-room. Air, musty having been long enclosed, hung in all the rooms, and the waste room behind the Kitchen was littered with old useless papers, Among these I found a few paper – covered books, the page of which were curled and damp : The Abbot by Walter Scott, The Devout Communicant and the Memoirs of Vidocq. I liked the last best because its leaves were yellow. The wild garden behind the house contained a central apple – tree and a few stragglng bushes under one of which I found the late tenants rusty bicycle – pump. He had been a very charitable priest ; in his

will he had left all his money to institutions and the furniture of his house to his sister. When the short days of winter came dusk fell before we had well eaten our dinner . When we met in the street the houses had grown sombre. The space of sky above us was the colour of ever – changing violet and toward it the lamps of the street lifted their feeble lanterns . The cold air stung us and we played till our bodies glowed. Our shouts echoed in the silent street. bodies glowed. Our shouts echoed in the silent street. The career of our play brought us through the dark muddy lanes behind the houses where we ran the gauntlet of the rough tribes from the cottages, to the back doors of the dark dripping gardens where odours arose from the ashpits, to the dark odorous stables where a coachman smoothed and combed the horse or shook music from the buckled harness. When we returned to the street light from the kitchen windows had filled the areas. If my uncle was seen turning the corner we hid in the shadow until we had seen him safely housed. Or if Mangan's sister came out on the doorstep to call her brother in to his tea we watched her from our shadow peer up and down the street. We waited to see whether she would remain or go in and, if she remained, we left our shadow and walked up to Mangan's steps resignedly. She was waiting for us, her figure defined .by the light from the half-opened door. Her brother always teased her before he obeyed and I stood by the railings looking at her. Her dress swung as she moved her body and the soft rope of her hair tossed from side to side. Every morning I lay on the floor in the front par'lour watching her door. The blind pulled down to within an inch of the sash so that I could' not be seen. When she came out on the doorstep my heart leaped. I ran to the hall, seized my books and followed her. I kept her brown figure always in my eye and, when we came near the point at which our ways diverged, I quickened my pace and passed . her. This happened morning after morning. I had never spoken to her except for a few casual words, and yet her name was like a summons to all my foolish blood Her image accompanied me even in places tbt;'most hostile to romance. On Saturday evenings when my aunt went marketing I had to go to carry some of the parcels. We walked through, the flaring streets, jostled' by drunken men and bargaining women, amid the cur-: ses of labourers, the shrill litanies of shop-boys who stood on guard by the barrels of-pigs' cheeks, the nasal chanting of street-singers, who sang a comm-aliyou about

O'Donovan Rossa, or a ballad about the troubles In our native land. These noises

converged In a single sensation of life for me : I imagined that I bore illy chalice safely through a throng of foes. Her name sprang to my lips at moments in strange prayers and praises which I myself did not understand. My eyes were often full of tears (I could not tell why) and at times a flood from my heart seemed to pour itself out into my bosom.) thought little of the future. I did not know whether I would ever speak to her or not or, if I spoke to her, how I could tell her of my confused adoration. But my body was like a harp a'nd her words and gestures were like fingers funning upon the wires. One evening I went into the back drawing-room" in which the priest had died. It was a dark rainy

evening and there was no sound in the house. Through one of the broken panes I heard the rain impinge upon, the earth, the fine incessant needles of water playing in the soddenbeds, Some distant lamp or lighted window . gleaned below me. I was thankful that I could see so little. All my senses seemed to desire to veil themselves and, feeling that I 'was 'about to slip from them, I pressed the palms .of my hands together until they trembled, murmuring: • love! • love! many times. At last she spoke to me. When she addressed the First words to me I was so confused that I did not know what to answer. She asked me was I going to Arqby. I forget whether I answered yes or no. It would be a splendid bazaar, she said; she would love to go.

-And why can't you? I asked.

While she spoke she turned a silver bracelet round and round her wrist. She could not go, she said, because there would be a retreat that week in her convent. Her brother and two other boys were fighting for their caps and I was alone at the railings. She held one of the spikes, bowing her head towards me. The light from the lamp opposite . our door caught the white' curve of her neck, lit up her hair that rested there and, falling, lit up the band ,upon the railing. It fell over one side of her dress and caught the white border of a petticoat, just visible as she stood -at ease.

- It's well for you, she said.

- If I go, I said, I will bring you something.

What innumerable follies laid waste my wax'ring ana sleeping thoughts after that evening! I wished to annihilate the tedious intervening – days I chafed against the work of school. At night in my bedroom and "by day in the classroom her image came between me and the page I strove to read. The syllables of the word Araby were called to me through the silence in which my soul luxuriated and cast an Eastern enchantment over me. I asked for leave to go to the bazaar .on . Saturday night. My aunt was surprised and hoped it was not some Freemason .aff'air , I answered few questions in class, - I watched my master's face pass .from amiability to sternness; he hoped I was not beginning to idle. I could not call my wandering thoughts together. I had hardly any patience with the serious work of life. which, now that it stood between me and my desire, seemed to me child's play, ugly monotonous child's play.

On Saturday morning I reminded' my uncle .that I wished to go to the bazaar in the evening. He was fussing' at the hallstand, looking for the hat-brush, and answered me curtly:

- Yes, boy, I .know.

As he was in the hall I could not go into the front parlour and lie at the window I left the .house in bad humour and walked slowly towards the school. The air was pitilessly raw and

already/my heart misgave me. When I came home to dinner my .uncle had not yet

been home. Still it was early. I sat staring at 'the clock for some time and, when its ticking began to irritate me, I .left the room. I mounted the staircase and gained the upper part of the house. The high cold empty gloomy rooms liberated me and I went from room to room singing. From the front window I

saw my companions playing below in the street. Their cries reached me weakened and indistinct and, leaning my forehead against the cool glass I looked over at the dark house where she lived. I may have stood there for an hour, seeing nothing but the brown-clad figure cast by my imagination, touched discreetly by the lamplight at the curved neck, at the hand upon the railings and at the border below the dress. When I came downstairs, again I found Mrs Mercer sitting at the fire. She was an old garrulous woman, a pawnbroker's widow; who collected used stamps for some pious purpose. I had to endure the gossip of the tea-table, The meal was prolonged beyond an hour' and still my uncle did not come. Mrs Mercer stood up to go: she was sorry she couldn't wait any longer, but it was after eight o'clock and she did not like to be out late, as the night air was bad for her. When she had gone I began to walk up and down the room, clenching my fists. My aunt said:

_ I'm afraid you may put off your bazaar for this night of Our Lord.-

At nine o'clock I heard my uncle's latchkey in the halldoor. I heard him talking to himself and heard the hallstand rocking when it had received the, weight of his overcoat.' I could interpret these signs. When he was midway through his dinner I asked him to give me the money to go to the bazaar. He had forgotten)

_ The people are in bed and after their first sleep now, he said. I did not smile. My aunt said to him energetically:

_ Can't you give him the money and let him go?
You've kept him late enough as it is.

My uncle said he was very sorry he had forgotten, He said he believed in the old saying: All work and no play makes Jack a dull boy. He asked me where I was going and, when I had told him, a second time he asked me did' I know The Arab's Farewell to his Steed. When I left the kitchen he was about to recite . the 'opening lines of the piece to my aunt. I held a florin tightly in my hand as I strode down

Buckingham Street towards the station. The sight of the - streets thronged with buyers and, glaring with gas recalled to me the purpose of my journey. I took my seat in a third-class carriage of a deserted train. After an intolerable' delay the train moved out of the station slowly. It crept onward . 'among ruinous houses and over the twinkling riverv At Westland Row Station a crowd of people pressed to the carriage, doors; but the porters moved them back, saying that it was a special train for the bazaar. I remained alone in the bare carriage. In a few minutes the train drew up ,beside 'an improvised wooden platform. I. passed out on to the road and saw by the lighted dial of a' clock that it 'was ten. minutes to ten, In front of me was a large building which displayed the magical name.

I could- not find any 'sixpenny entrance and, fearing

. that the bazaar would be closed, I passed in quickly through a turnstile, handing a shilling to a weary-

. looking man. I. found myself in 'a big hall girdled at half'Its height by a gallery. Nearly all the stalls were closed and the greater part of the hall was in

darkness. I recognised a silence, like that which pervades a church after a service. I walked into the centre of the bazaar timidly. A few people were gathered about the stalls which were still open. Before a curtain, over which the words 'Cafe Chantant' were written in coloured lamps, two men were counting money on a salver. I listened to the fall of the coins. Remembering with difficulty why I had come I went over to one of the stalls and examined porcelain vases and flowered tea-sets. At the door of the stall a young lady was talking and laughing with two young gentlemen. I remarked their English accents and: listened, vaguely to their conversation.

- 'I never said such a thing! - 'but you did!

- 'but I didn't!

- Didn't she say that? - Yes, I heard her.

- 'theres a Fib

Observing me the young lady came over and asked me did I wish to buy anything. The tone of her voice was not encouraging; she seemed to have spoken to me "out of a sense of duty". I looked humbly at the great jars that stood like eastern guards at either side

. of the dark entrance to the stall and murmured: - No, thank you.

The young lady changed the position of one of the

vases and went back to the two young men. They began to talk of the same subject. Once or twice the young lady glanced at me over her shoulder I lingered before her stall, though I knew my stay was useless, to make my interest in her wares seem the more real. Then I turned away slowly and walked down the middle of the bazaar. I allowed the two pennies to fall against the sixpence in my pocket. I heard a voice call from one end of the gallery that the light was out. The upper part of the hall was now completely dark. Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger.

Appendix (B)

The Achievement Test

Q1:-In the following, decide which word is similar and which one is different from its alternative, if it is similar put (S) in the blank, and if it is different put (D):- (Do only)

- ١-oldyoung .
- ٢-pious..... irreligious .
- ٣-priest.....clergyman .
- ٤-gloomy.....pale .
- ٥-cottage.....A small house.
- ٦-uninhabited.....populated .
- ٧-blind.....unsighted .
- ٨-soft.....rough .
- ٩-damp.....dry .

- ١٠-charitable.....generous .
١١-staring.....gazing .

Q٢:-Write the number of the item and the letter of the word that gives the apposite meaning to the underlined word:-

- ١-The nasal chanting of street-singers.
a-sinning b-shouting c-whispering d-twittering
٢-The dark muddy lanes behind the houses.
a-above b-under c-in front of d-beyond
٣-I pressed the palms of my hands together until they trembled.
a-shacked b-shivered c-stabled d-climbed
٤-When we came near the point at which our ways diverged.
a-connected b-separated c-hanged d-gathered
٥-I took my seat in a third- class carriage of a deserted train.
a-cherished b-abandoned c-evacuated d-empty
٦-she was an old garrulous woman.
a-chatty b-talkative c-taciturn d-gossipy
٧-I was so confused that I did not know what do answer.
a-disturbed b-puzzled c-concentrated d-bewildered
٨-I had hardly any patience with the serious work of life.
a-barely b-scarcelly c-narrowly d-easily
٩-The air was pitilessly raw.
a-sore b-painful c-hurting d-relieving
١٠-I recognized a silence like that.
a-sound b-quiet c-peace d-calm

Q٣:-Match the following in list A with their definition in list B:
(Do ١٠ only)

List A**List B**

- ١-barea-move from side to side.
٢-bowing b-a long song or poem in simple language.
٣-carriage c-to make you remember.
٤-monotonous d-to stop being together.
٥-glance e-something which is not covered.
٦-balled f-to give someone a roof over their head.
٧-separte g-to make something even or flat.
٨-remind h-A coach for two or more people.
٩-smooth i-a quick look.
١٠-housed j-to become curved in shape.
١١-toss k-boring and lasting for a long time.
L-an area of water or land.

Appendix (C)
Subject's Scores in Reading Comprehension
 In the first stage

Control Group		Experimental Group
No.	Score	score
١	٨٤	٧٩
٢	٧٨	٨٤
٣	٨٢	٧٩
٤	٥٩	٥٠
٥	٨٤	٩٣
٦	٨١	٥٤
٧	٧١	٨٠
٨	٧٧	٧٨
٩	٧٩	٨٣
١٠	٧٦	٥٦
١١	٧٨	٩٥
١٢	٧٢	٨١
١٣	٨٣	٨٧
١٤	٨٣	٨٤
١٥	٨٣	٧٠
١٦	٩٦	٨٧
١٧	٨٠	٩٣
١٨	٦٥	٦٤
١٩	٧١	٨٢
٢٠	٨٥	٨٨
٢١	٥٩	٨٠
٢٢		٩١
٢٣		٨٠
٢٤		٦٥
	١٦٩٢= Total	١٧١٨= Total

أثر استخدام القصص القصيرة في أغناء مفردات متعلمي اللغة الانكليزية الجامعيين

مستخلص البحث:.

تهدف الدراسة الحالية إلى الإجابة عن الأسئلة الآتية :

١. أيهما فعال أكثر في أغناء مفردات الطلاب ،استخدام القصص القصيرة أم الطريقة التقليدية ؟
٢. مامقدار التأثير لاستخدام القصص القصيرة على تحصيل الطلاب في اختبار المفردات ؟
٣. هل توجد فروق ذو دلالة إحصائية بين الطلاب (الذكور-الإناث) في المجموعة التجريبية في تحصيلهم في اختبار المفردات ؟

ولتحقيق هدف الدراسة واختبار فرضيتها ،تم إجراء التجربة وتكونت عينة البحث من (٤٥)طالب وطالبة لقسم اللغة الانكليزي في كلية التربية الأساسية الجامعة المستنصرية للعام الدراسي (٢٠٠٩-٢٠١٠) توزعوا على مجموعتين المجموعة التجريبية والمجموعة الضابطة . تمت مكافئة العينة في عدد من العوامل وفي نهاية التجربة التي استمرت لشهرين تم تطبيق الاختبار التائي وجد إن هناك فرق ذو دلالة إحصائية في المتوسط الحسابي بين المجموعة التجريبية والمجموعة الضابطة ولصالح المجموعة وكذلك أظهرت النتائج انه لا يوجد فرق ذو دلالة احصائية بين الطلاب حسب الجنس (ذكور - إناث) . وفي ضوء هذه النتائج تم التوصل إلى عدد من الاستنتاجات وتم وضع عدد من المقترحات والتوصيات .

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